WORKPLACE EMPLOYABILITY SKILLS PROJECT

"SKILLS AS ACTION IN THE WORKPLACE – BUILDING THE STATEWIDE ASSESSMENT SYSTEM"

Arizona's New Workplace Skills

Standards Statements as Skill Sets: Arizona's New Workplace Skills (see cover for illustration)

Core Human Interaction Skills in the New Workplace
***This skill set is foundational to the development of other skills for the Worker in the New Workplace.

1. **Complex Communication: Employs complex communication skills in a manner that adds to organizational productivity.**

2. **Collaboration: Collaborates, in person and virtually, to complete tasks aimed at organizational goals.**

3. **Expert Thinking: Integrates a mastery of technical knowledge and skills with thinking strategies to create, to innovate, and to devise solutions.**

Developing the New Worker

4. **Professionalism: Conducts oneself in a professional manner appropriate to organizational expectations.**

5. **Initiative and Self-Direction: Exercises initiative and self-direction in the workplace.**

6. **Intergenerational and Cross-Cultural Competence: Interacts effectively with different cultures and generations to achieve organizational mission, goals, and objectives.**

Redefining the New Workplace

7. **Organizational Culture: Functions effectively within an organizational culture.**

8. **Legal and Ethical Practices: Observes laws, rules, and ethical practices in the workplace.**

9. **Financial Practices: Applies knowledge of finances for the profitability and viability of the organization.**

Interested in communicating information about the Workplace Employability Skills Project to others?
Reports are now available online:

WORKPLACE EMPLOYABILITY SKILLS PROJECT <u>EXECUTIVE SUMMARY</u>:
http://www.azed.gov/career-technical-education/files/2011/11/workplace-employability-skills-executive-summary-adopted1.pdf

WORKPLACE EMPLOYABILITY SKILLS PROJECT <u>FULL REPORT</u>:
http://www.azed.gov/career-technical-education/files/2011/06/workplaceemployabilityskillsreport.pdf

Workplace Employability Skills Project
Progress to Date
May 10, 2012

Listening to the Voices of Arizona Business & Industry   July 2010 – June 2011

Statewide focus groups with business and industry resulting in workplace employability skill standards

- Identifying the skills
- Conceptualizing skill sets
- Defining the skills/sets through performance indicators
- Submitting skill standards to the Arizona Skill Standards Commission for adoption

Describing *Skills as Action in the Workplace*   July 2011 – Ongoing

Working groups with employers identifying what each skill looks like when performed in the workplace (Schedule: Professionalism July 2011, Financial Practices July 2011, Initiative and Self-Direction January 2012, Intergenerational and Cross-Cultural Competence March 2012, Organizational Culture March 2012, Legal and Ethical Practices March 2012, the foundational skills of Complex Communication, Expert Thinking and Collaboration will be addressed next)

- Convening employers and workforce developers
- Gathering action statements on each performance indicator
- Defining "proficiency" in the workplace
- "Leveling" action statements: novice (N), approaching proficiency (AP), proficiency (P), above proficiency (P+)

Creating Rubrics for Skill Measurement   July 2011 – Ongoing

The project team develops the collected action statements in a rubric, a tool that enables student performance of workplace employability skills to be assessed. (This schedule follows the one indicated directly above.)

- Entering related action statements into appropriate levels
- "Filling the holes" to complete the skill progression
- Reflecting on relationship among and between skills/performance areas
- Considering the "Big Picture" of the skills sets, how they interrelate
- Reviewing developed rubrics with employers for validation

Building the Assessment System   March 2012 – Ongoing

The project moved into preparation and research phase in March 2012 with WEDO, ADE CECi staff and consultants considering multiple means for assessing the workplace employability skills.

- Preparing to measure skill attainment with multiple modalities (performance tasks, portfolios, scenarios, self-reflections, etc.)
- Designing the system that supports multimodal assessment
- Building the system that supports, monitors, and follows the learner-worker in career advancement
- Obtaining aggregate data that provides a "feedback loop" in strengthening the delivery system

Integrating Workplace Employability Skills into Teaching and Learning

- Raising awareness among stakeholders (teachers, students, parents, business and industry, etc.)
- Developing strategies for teaching, modeling, and practicing skills
- Connecting curriculum, instruction, and assessment
- Fostering communities of practice

Arizona Department of Education in partnership with the University of Arizona

Quick Guide – How to Read a Rubric

At present, Arizona has rubrics for six of the nine workplace skill standards.

IV.   **Professionalism:** *Conducts oneself in a professional manner appropriate to organizational expectations.*

V.   **Initiative and Self-Direction:** *Exercises initiative and self-direction in the workplace.*

VI.   **Intergenerational and Cross-Cultural Competence**: *Interacts effectively with different cultures and generations to achieve organizational mission, goals, and objectives.*

VII.   **Organizational Culture**: *Functions effectively within an organizational culture.*

VIII.   **Legal and Ethical Practices:** *Observes laws, rules, and ethical practices in the workplace.*

IX.   **Financial Practices**: *Applies knowledge of finances for the profitability and viability of the organization.*

What are these rubrics?

Our workplace employability skill rubrics are a tool that will enable student performance to be measured with precision along a continuum of growth from what is expected of a novice in the workplace to what might be seen in a "superstar" employee. Employers told us what an employee needs in order to be hired and stay employed in their industries. They also provided us with the raw materials to develop the rubrics by giving us examples of what these skills *look* like when performed in the workplace.

Anatomy of a Rubric

There are a few easy tips for reading the rubrics if you have one at hand.

1.   Note that the workplace employability skill standard is at the top of each page. The standard is identified with a capital Roman numeral, which can be seen in every square of the rubric, e.g., VIII.

2.   Each standard has a number of measurement criteria that state a "big idea" about how that standard should be measured. These measurement criteria are indicated in the far-left column of the rubric and are identified with a capital letter unique to that measurement criteria within the rubric. Any square of the rubric associated with that measurement criteria will be marked with that unique identifier, e.g., VIII.<u>A</u>.

3.   Each measurement criteria will have one or more related performance indicators, "smaller ideas," that need to be measured, and each of these performance indicators are identified with a small letter that remains the same across a row, e.g., VIII.A.1.<u>a</u>, VIII.A.2.<u>a</u>, VIII.A.3.<u>a</u>.

4. Additionally, the levels indicated in the header row of each page, Level One – Level Four, which relate to a progression of growth in a skill, are shown with a corresponding number that remains the same down each column, VIII.A.<u>1</u>.a., VIII.A.<u>1</u>.b.

5. Level Three/Proficiency is what the employers told us their successful workers are able to do in the workplace, perhaps an employee who has been in the workplace for a couple of years. Level One/Novice includes the skills expected of a worker who is new to a position.

6. The skills are accumulative across the rubric. The expectation for workers at Level Three is that they also have mastered the skills at Levels One and Two.

7. The rubrics often have examples of skills in action in a workplace. These examples – noted with "e.g." – are from various industries and may not apply to every workplace, but are provided for clarification.

8. On the other hand, several of the rubrics have checklists marked with a "✓". These lists are part of the expected skill set for every worker.

9. A couple of the rubrics have two Novice Levels, with the first being a checklist. The skills in the preliminary Novice Level are so basic as to be expected for entry in the workplace.

IV. Professionalism: *Conducts oneself in a professional manner appropriate to organizational expectations.* [Employer Approved Rubric]

Measurement Criterion	Preliminary Checklist	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Above Proficiency
IV.A. Adheres to organizational protocol related to behavior, appearance, and communication.	**IV.A.P. Present/Not Present:** ✓ **Dresses appropriately for the occasion, following company dress code.** ✓ **Maintains personal hygiene within prescribed guidelines,** e.g., piercings, body art, cologne, artificial nails in hospitals. ✓ **Practices civility in the workplace, e.g., respectful, courteous, tolerant.** ✓ **Respects the personal space of other workers.** ✓ **Adheres to organizational policies regarding customer, client confidentiality.** ✓ **Maintains organizational confidentiality regarding proprietary knowledge, intellectual property.** ✓ **Adheres to organizational policy regarding tools for electronic communication, e.g., email, phone, texting, social media.**	**IV.A.1.a. Uses technical language specific to one's occupation.**	**IV.A.2.a. Communicates technical information to colleagues in order to maintain flow of work.**	**IV.A.3.a. Explains technical language (concepts/terms) to those unfamiliar with the field.**	**IV.A.4.a. Communicates intended messages to various audiences.**
		IV.A.1.b. Demonstrates accepted standards of business communication: written, oral, and electronic.	**IV.A.2.b. Communicates as necessary to perform routine tasks and solve problems specific to one's role/job within the organization**, e.g. shipping clerk, lab assistant, manufacturing technician.	**IV.A.3.b. Communicates problems, concerns, and issues in accordance with organizational policy.**	**IV.A.4.b.**
		IV.A.1.c. Serves internal and external customers with respect.	**IV.A.2.c. Interacts with customers to achieve customer satisfaction.**	**IV.A.3.c. Engages customers in manner that reflects company values, policies, and practices.**	**IV.A.4.c.**

IV. Professionalism: *Conducts oneself in a professional manner appropriate to organizational expectations.* **[Employer Approved Rubric]**

Measurement Criterion	Preliminary Checklist	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Above Proficiency
IV.B. Manages time in accordance with organizational expectations.		**IV.B.1.a.** Arrives to work on time.	**IV.B.2.a.** Completes tasks to meet deadlines.	**IV.B.3.a.** Combines tasks to increase productivity.	**IV.B.4.a.** Performs complex tasks with automaticity ("in the zone").
		IV.B.1.b. Begins work at scheduled time.	**IV.B.2.b.** Remains productive during designated work time.	**IV.B.3.b.** Produces work with a balance of speed and accuracy.	**IV.B.4.b.** Performs with precision under pressure of time.
		IV.B.1.c. Follows supervisor's directions regarding use of time.	**IV.B.2.c.** Allocates appropriate time to complete tasks.	**IV.B.3.c.** Organizes tasks and projects to completion within prescribed timeframe.	**IV.B.4.c.** Designs work plan for team.
		IV.B.1.d. Maintains focus on work tasks.	**IV.B.2.d.** Differentiates between high and low priority tasks.	**IV.B.3.d.** Adjusts priorities to meet emergencies.	**IV.B.4.d.** Builds contingency plans for potential emergencies.
		IV.B.1.e. Seeks help as needed.	**IV.B.2.e.** Works on tasks independently.	**IV.B.3.e.** Collaborates to complete tasks and deliverables within designated timeline.	**IV.B.4.e.** Coordinates team to produce deliverables on time.
IV.C. Represents the organization in a positive manner.		**IV.C.1.a.** Describes job.	**IV.C.2.a.** Describes role in organization.	**IV.C.3.a.** Articulates mission of the organization.	**IV.C.4.a.** Develops key messages describing organization mission and goals.
		IV.C.1.b. Speaks positively about the organization at formal and informal occasions.	**IV.C.2.b.** Articulates organizational values.	**IV.C.3.b.** Demonstrates organizational values.	**IV.C.4.b.** Embodies organizational values.
		IV.C.1.c. Recognizes impact of waste on reputation of the organization.	**IV.C.2.c.** Minimizes waste of resources to preserve organization's reputation in the community.	**IV.C.3.c.** Manages use of resources to preserve organization's reputation in the community.	**IV.C.4.c.** Maximizes use of resources for good of community.

IV. Professionalism: *Conducts oneself in a professional manner appropriate to organizational expectations.* **[Employer Approved Rubric]**

Measurement Criterion	Preliminary Checklist	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Above Proficiency
IV.C. Represents the organization in a positive manner (continued).		**IV.C.1.d. Recognizes core values of one's specific profession.**	**IV.C.2.d.** Describes core values of one's specific profession.	**IV.C.3.d.** Demonstrates the core values of one's specific profession, e.g., nurse, doctor, lawyer, social worker, teacher.	**IV.C.4.d.** Embodies the core values of one's specific profession, e.g., nurse, doctor, lawyer, social worker, teacher.
IV.D. Performs assigned tasks with a "can do" attitude.		**IV.D.1.a. Accepts assignments with enthusiasm:** ✓ **Practices active listening.** ✓ **Suspends judgment until assignment is fully defined.** ✓ **Engages in discussion with supervisor about the assigned work,** e.g., asks questions to clarify the assignment. ✓ **Displays positive body language when assigned task in eye contact, posture, gesture.** ✓ **Uses positive language and tone of voice in interactions about assigned task with supervisor or colleagues.**	**IV.D.2.a.** Approaches assignments with a sense of purpose: ✓ **Plans for assignments immediately.** ✓ **Adjusts work routine to accommodate changes in assignment.** ✓ **Reprioritizes current work/deadlines immediately.** ✓ **Seeks help as needed.** ✓ **Cooperates with supervisor/colleagues in the completion of assigned tasks.** ✓ **Accepts tasks outside of job description/ current assignments.**	**IV.D.3.a. Does what it takes to get the job done:** ✓ **Accepts tasks outside of comfort zone.** ✓ **Develops processes that draw upon one's expertise/experience to accomplish assignment.** ✓ **Takes on, voluntarily, additional and/or unanticipated tasks related to the assignment.** ✓ **Completes tasks despite resource constraints,** e.g., other people, time, information, materials.	**IV.D.4.a.** Expresses passion for one's work: ✓ **Performs unassigned tasks without being told.** ✓ **Performs tasks not specified in one's job description that support the organization's mission and goals.** ✓ **Engages in activities for the good of the organization,** e.g., work teams, committees, community service.

IV. Professionalism: *Conducts oneself in a professional manner appropriate to organizational expectations.* **[Employer Approved Rubric]**

Measurement Criterion	Preliminary Checklist	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Above Proficiency
IV.E. Behaves in a way that distinguishes between personal and work-related matters.		IV.E.1.a. Follows guidelines and expectations that define boundaries between personal and work-related behaviors: ✓ Conducts personal business outside of work time. ✓ Avoids sharing personal details with client/customer. ✓ Adheres to privacy laws relevant to organization. ✓ Uses equipment, technology, and resources according to organizational protocol, guidelines. ✓ Addresses colleagues, supervisors, and customers according to organizational culture. ✓ Avoids rumor, innuendo, personal judgment that impacts negatively on the organization. ✓ Refrains from sharing confidential organizational information.	IV.E.2.a. Integrates into daily work habits organizational policy regarding separation of personal and professional behavior.	IV.E.3.a. Practices personal and professional boundaries consistently in situations both specified and not specified by organizational policy.	IV.E.4.a. Inspires others to act professionally.

IV. Professionalism: *Conducts oneself in a professional manner appropriate to organizational expectations.* **[Employer Approved Rubric]**

Measurement Criterion	Preliminary Checklist	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Above Proficiency
IV.F. Produces work that reflects professional pride.		**IV.F.1.a. Recognizes characteristics of high quality work,** e.g. detail, precision, depth.	**IV.F.2.a. Connects quality of one's work to one's professional identity.**	**IV.F.3.a. Demonstrates mastery of skills in the detail, precision, depth required of one's profession to produce high quality work.**	**IV.F.4.a. Establishes professional identity through consistent high quality work.**
		IV.F.1.b. Contributes to the success of the team.	**IV.F.2.b. Celebrates individual and team accomplishments.**	**IV.F.3.b. Shares/disseminates individual and team accomplishments.**	**IV.F.4.b. Produces work that inspires others to excel.**
		IV.F.1.c Invites criticism to improve work/ products.	**IV.F.2.c Attends to all details of work/products.**	**IV.F.3.c Performs tasks in a manner that meets required levels of precision within the scope of work, e.g.,** calibrating machines.	**IV.F.4.c Produces distinguished work/ products.**
		IV.F.1.d. Identifies with individuals and organizations that set standards for the profession.	**IV.F .2.d. Participates in professional development activities.**	**IV.F .3.d. Builds professional skills and relationships on an ongoing basis.**	**IV .4.d. Obtains additional certifications, licenses, or credentials.**
		IV.F .1.e. Takes personal initiative within the scope of work.	**IV.F .2.e. Incorporates suggestions and criticisms to improve work/product.**	**IV.F .3.e. Refines finished products to meet or exceed organizational standards.**	**IV.F .4.e. Demonstrates personal initiative without needing recognition or reward.**

V. Initiative and Self-Direction: *Exercises initiative and self-direction in the workplace.* [Employer Approved Rubric]

Measurement Criterion	Preliminary Checklist	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Above Proficiency
V.A. Functions independently within the organizational structure.	**V.A.P. Present/Not Present**: ✓ Cleans up at end of day/maintains work environment. ✓ Insures that all safety checks are complete. ✓ Documents actions performed, e.g., nurse changing shifts, auto mechanic.	**V.A.1.a.** Performs job assignments independently.	**V.A.2.a.** Volunteers for additional work assignments.	**V.A.3.a.** Performs unassigned tasks needed to complete the work within boundaries defined by employer.	**V.A.4.a. Engages in activities for good of organization outside scope of practice,** e.g., organizes community service events.
		V.A.1.b. Meets organizational goals for customer satisfaction, e.g., greets customers.	**V.A.2.b.** Offers additional service to customers.	**V.A.3.b.** Adjusts delivery of service based on customer feedback.	**V.A.4.b.** Proposes new policies to improve customer satisfaction rating.
		V.A.1.c. Demonstrates focus and drive for results.	**V.A.2.c.** Monitors personal performance and behaviors in the workplace.	**V.A.3.c.** Adjusts personal performance and behaviors to meet work requirements and for continuous improvement.	**V.A.4.c. Seeks 360 degree input,** e.g., performance feedback from supervisors, colleagues, customers.
V.B. Adapts to changing conditions and expectations in the organization.		**V.B.1.a.** Identifies impact of changed conditions on personal job.	**V.B.2.a.** Maintains focus on positive benefits of change rather than the change itself.	**V.B.3.a.** Aligns personal behavior and job performance to changed conditions.	**V.B.4.a.** Assesses the effect of organizational change on personal and professional values.
		V.B.1.b. Acknowledges that changing work conditions affect self and others.	**V.B.2.b.** Treats colleagues with respect under stressful conditions.	**V.B.3.b.** Fosters an environment of collaboration/cooperation within the organization during times of change.	**V.B.4.b.** Recommends strategies for reducing workplace stress during times of change.
		V.B.1.c. Identifies resources and tools necessary to meet changed conditions.	**V.B.2.c.** Completes training in order to meet new conditions.	**V.B.3.c.** Maintains productivity in times of organizational uncertainty.	**V.B.4.c.** Evaluates external changes for potential impact on the organization.
V.C. Pursues career advancement opportunities within an organization or field.		**V.C.1.a.** Tracks job openings.	**V.C.2.a.** Compares job openings.	**V.C.3.a.** Evaluates conditions/parameters of job openings.	**V.C.4.a.** Composes job descriptions.

V. Initiative and Self-Direction: *Exercises initiative and self-direction in the workplace.* [Employer Approved Rubric]

Measurement Criterion	Preliminary Checklist	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Above Proficiency
V.C. Pursues career advancement opportunities within an organization or field.		**V.C.1.a. Conducts self-assessment of knowledge, skills, and behaviors in relation to long-term career goals.**	**V.C.2.a. Develops a learning plan aligned to career advancement goals.**	**V.C.3.a. Pursues job openings within organization or field that align with career goals when applicable.**	**V.C.4.a. Adjusts career goals to meet changing interests and opportunities.**
		V.C.1.b. Enrolls in trainings that are aligned to organizational goals, both web-based and on site.	**V.C.2.b. Participates in organizational programs for career advancemen**t, e.g., tuition benefit assistance.	**V.C.3.b. Obtains additional certifications where available.**	**V.C.4.b.** P**ersists to achieve career goals**, e.g., builds resume, continues education.
		V.C.1.c. Seeks mentors and role models for career guidance.	**V.C.2.c. Shares information and informal learning opportunities in the workplace with colleagues.**	**V.C.3.c. Builds learning relationships with colleagues and fellow workers in the field.**	**V.C.4.c. Requests expert assistance from colleagues.**
		V.C.1.d. Familiarizes oneself with new resources, e.g., learns to operate new equipment, trains on new software.	**V.C.2.d. Demonstrates skill development with new resources.**	**V.C.3.d. Masters new resources to promote self in organization.**	**V.C.4.d. Develops new resources.**
V.D. Generates innovative ideas, methods, or devices contributing to organizational resources and goals.		**V.D.1.a. Asks questions of supervisor to clarify assignments.**	**V.D.2.a. Investigates alternative resources to complete assignment,** e.g., internet, industry journals.	**V.D.3.a.** **Connects new ideas to the work at hand within parameters/approvals set by organization.**	**V.D.4.a. Develops a plan to increase productivity based on research,** e.g., analysis of organizational data.
		V.D.1.b. Examines rationale for methods and devices used in the workplace.	**V.D.2.b. Identifies problems and inefficiencies in the workplace.**	**V.D.3.b. Recommends ways to complete a process, improve products and services**, e.g., timesaving, cost-effective, less labor intensive.	**V.D.4.b. Diagnoses needs of organization**, e.g., operational assessment.

V. Initiative and Self-Direction: *Exercises initiative and self-direction in the workplace.* [Employer Approved Rubric]

Measurement Criterion	Preliminary Checklist	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Above Proficiency
V.D. Generates innovative ideas, methods, or devices contributing to organizational success (continued).		V.D.1.c. Investigates resources or opportunities using technology tools and software applications.	V.D.2.c. Experiments with tools, processes, or ideas uncovered from research in order to solve a problem.	V.D.3.c. Applies evidence drawn from technology to support or improve methods.	V.D.4.c. Produces information that results in increased assets, e.g., intellectual property, devices, products, processes, or methods.
V.E. Exercises leadership in the workplace.		V.E.1.a. Articulates how strengths of self and others contribute to the organization.	V.E.2.a. Draws upon the strengths of self and others to accomplish work.	V.E.3.a. Inspires team and colleagues to accomplish the work.	V.E.4.a. Mentors others.
		V.E.1.b. Prioritizes tasks and activities.	V.E.2.b. Creates a work plan that identifies roles, tasks, timeline.	V.E.3.b. Implements a work plan.	V.E.4.b. Develops strategic and tactical plans.
		V.E.1.c. Articulates requirements for workflow.	V.E.2.c. Plans for anticipated interruptions to one's workflow, e.g., plans for vacations, holidays; identifies resources available to fill gaps in workflow.	V.E.3.c. Plans for unanticipated changes to workflow, e.g., family sick leave, maternity leave, issues with tools, people.	V.E.4.c. Monitors business flow to ensure planned outcomes.
		V.E.1.d. Identifies problems and inefficiencies in the workplace.	V.E.2.d. Proposes solutions and improvements.	V.E.3.d. Recommends more effective ways to complete a process, e.g., an improvement plan.	V.E.4.d. Leads implementation of improvement plan and/or processes.

VI. Intergenerational and Cross-Cultural Competence: *Interacts effectively with different cultures and generations to achieve organizational mission, goals and objectives.* [Employer approved rubric]

Measurement Criterion	Preliminary Checklist	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Above Proficiency
VI.A Uses relevant intergenerational and cross-cultural communication that creates cultural synergy in the workplace.	**VI.A.P Awareness of….** ✓ **Characteristics, values, beliefs, behaviors of predominant cultures in the workplace, local and global.** ✓ **Customs, social etiquette, and language,** e.g. greetings, tone of voice, personal space, body language, eye contact, gestures ✓ **Potential "culture bumps,"** e.g. conflicts due to differences in how various cultures interact and work together	**VI.A.1.a Participates in formal and informal learning in the workplace about the communication practices (norms) of diverse cultures**, e.g., how close to stand when talking, preference for talking face to face, Native American respect for elders **VI.A.1.b Acknowledges generational differences in methods of communication,** e.g., email, texting, social media, use of phone, face-to-face, walking over to someone's cube; chain of command.	**VI.A.2.a Practices cross cultural communication strategies to engage diverse others,** e.g., language, gesture, use of space, provides translations, uses active listening skills. **VI.A.2.b Aligns communication practices to organizational expectations for business communication in the 21st-century workplace,** e.g., balances face-to-face and technology-based communications; avoids jargon and informal language; avoids abbreviations used in social media ("lol," emoticons).	**VI.A.3.a/b Adapts communication style to the preferences and necessities of others appropriate to the situation to achieve work goals while complying with organizational standards of practice for business,** e.g., face-to-face or technology-based including phone, email, social networking, video conferencing; gesture, eye contact, language.	**VI.A.4.a/b Models flexible use of communications styles.**
VI.B Contributes to an environment of acceptance and inclusion that enables different cultures and generations to work together.		**VI.B.1.a Supports cultural and generational differences in the workplace,** e.g., spends time with people of cultures different from one's own (in lunch, at meetings); pronounces/spells names correctly; participates in cultural celebrations other than one's own; participates in diverse work teams; relates	**VI.B.2.a Engages diverse coworkers to accomplish work goals,** e.g., initiates discussion with an intergenerational group of coworkers regarding changing procedures, work issues; asks for input from a variety of cultural or generational viewpoints; communicates	**VI.B.3.a Demonstrates respect for diverse others through interactions/ behaviors in the workplace**: e.g., volunteers to acclimate new employees; practices social etiquette that responds to cultures and generations in the workplace; provides feedback and encouragement in support of the work group; embraces	**VI.B.4.a Mentors others to thrive in a diverse workplace,** e.g., organizes or leads diverse work teams; incorporates a variety of world views and perspectives into work; provides encouragement for success; promotes the

VI. Intergenerational and Cross-Cultural Competence: *Interacts effectively with different cultures and generations to achieve organizational mission, goals and objectives.* [Employer approved rubric]

Measurement Criterion	Preliminary Checklist	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Above Proficiency
VI.B Contributes to an environment of acceptance and inclusion that enables different cultures and generations to work together (continued).		in a positive manner to diverse others to complete work tasks; relies upon the experience of coworkers (seniority in workplace, youth and social media); supports various cultural initiatives; seeks opportunities to learn about diverse others; takes classes/trainings in cultural competence; participates in diverse teams.	one's cultural orientation to others; practices behaviors modeled by culturally sensitive people; participates in a diversity committee at work; utilizes strengths of individual team members.	cultural and generational diversity as added value to the workplace; draws upon the skills and experience of coworkers regardless of ethnicity, age, gender; integrates the ideas and perspectives of diverse others.	value of diverse viewpoints and practices in achieving work goals; takes action in support of different perspectives.
		VI.B.1.b Recognizes cross-cultural and intergenerational situations and incidents that require sensitivity.	**VI.B.2.b Interacts in a manner that demonstrates cross-cultural and intergenerational sensitivity.**	**VI.B.3.b Resolves situations and incidents that require intergenerational and cross-cultural sensitivity.**	**VI.B.4.b Models for others how best to apply cultural sensitivity.**
		VI.B.1.c Participates in employee recognition ceremonies.	**VI.B.2.c Recognizes successes of individuals and teams**, e.g., nominates for awards and accomplishments regardless of gender, culture, etc.	**VI.B.3.c Celebrates the contributions of diverse others.**	**VI.B.4.c Creates opportunities to celebrate the contributions and successes of diverse others.**
		VI.B.1.d Identifies organization's ties to the global marketplace.	**VI.B.2.d Interacts with others in the global marketplace as required by work.**	**VI.B.3.d Performs with ease in the global marketplace**, e.g., works across time zones; engages multilingual teams; attends to meeting schedules, deadlines, non-work days (Fri/Sat weekend in Egypt), holidays.	**VI.B.4.d Guides others in conducting work in the global marketplace.**

VI. Intergenerational and Cross-Cultural Competence: *Interacts effectively with different cultures and generations to achieve organizational mission, goals and objectives.* [Employer approved rubric]

Measurement Criterion	Preliminary Checklist	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Above Proficiency
VI.B Contributes to an environment of acceptance and inclusion that enables different cultures and generations to work together (continued).		VI.B.1.e Recognizes the wisdom, experience, and institutional knowledge in the workplace.	VI.B.2.e Draws upon the experience and wisdom of others, as well as institutional knowledge, to perform work.	VI.B.3.e Integrates the wisdom and experience of others and institutional knowledge into work.	VI.B.4.e Contributes wisdom and experience to institutional knowledge.
		VI.B.1.f Recognizes issues that contribute to intergenerational tensions, e.g., lifestyle choices, expectations, work/life balance.	VI.B.2.f Practices communication styles and collaborative methods to communicate and collaborate across intergenerational divides.	VI.B.3.f Seeks feedback on how to manage intergenerational issues.	VI.B.4.f Models behaviors that promote intergenerational collaboration.
VI.C Respects generational differences related to the use of technology in the workplace.		VI.C.1.a Participates in formal and informal learning opportunities to develop technological and non-technological skills.	VI.C.2.a Practices use of technological and non-technological methods and tools that are available in the organization, e.g., recognizes one's own and others' comfort level with technological and non-technological tools; exercises patience with coworkers and clients.	VI.C.3.a Applies technological and non-technological methods/tools to communicate and collaborate in various situations, e.g. utilizes mix of direct, interpersonal communication with electronic messaging; stays current with technologies available; tailors use of technological and non-technological tools to comfort level of coworkers/clients; scales use of technology to the audience (coworker, customer); draws upon technology skills to improve work processes, products, or services .	VI.C.4.a Coaches co-workers to improve or increase technological and non-technological skills, e.g., introduces new technologies into the workplace.

VII. Organizational Culture: *Functions effectively within an organizational culture.* [Employer Reviewed Rubric]

Measurement Criteria	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Above Proficiency
VII.A. NAVIGATES ORGANIZATIONAL STRUCTURES AND SYSTEMS.	**VII.A.1.a. Articulates structure of the organization**, e.g., staff roles/responsibilities, footprint, policies and procedures, reward system, guidelines for use of technology.	**VII.A.2.a. Functions effectively within the organizational structure**, e.g., recognizes extent of decision-making authority, reports as required, asks permission before reducing a price, adheres to regulations regarding use of social media, follows chain of command/ hierarchy.	**VII.A.3.a. Adjusts one's performance to conform to the organizational structure**, e.g., takes on more responsibility to meet requirements for advancement, complies with new policies, uses technology to benefit the organization.	**VII.A.4.a. Influences others to function effectively within organizational structure**.
VII.B. EMBODIES ORGANIZATIONAL VALUES.	**VII.A.1.b. Describes organization's story, vision, mission, values, and goals as they relate to product, customer, and market,** e.g., evolution of family-operated business to a franchise, change of product over years, rationale for targeted customer demographic, shares org story with customer.	**VII.A.2.b. Practices the values and styles of working and communicating that reflect organizational culture,** e.g., "the customer is always right," delivers high quality product, speaks the "jargon of the job," treats everyone as a customer, recycles paper, finds a way to say "yes," practices the preferred method of communication (verbal or written).	**VII.A.3.b. Assimilates organizational purpose, story and values in the way one works,** e.g., reads books and documents the supervisors read, distinguishes among business cultures.	**VII.A.4.b. Personifies organizational culture,** e.g., organizational practices are habitual, acts as an ambassador of the organization at external events, represents the company in a positive manner, joins outside organizations.
VII.C. PERFORMS WORK THAT ADVANCES ORGANIZATIONAL GROWTH AND SUCCESS.	**VII.A.1.c. Articulates how one's work contributes to organizational growth and success**, e.g., takes ownership for company success, describes organizational quality standards.	**VII.A.2.c. Aligns work activities with organizational growth targets and success factors**, e.g., assesses how contributions lead to organizational success, ensures that work meets organizational quality standards.	**VII.A.3.c. Produces work that contributes to organizational growth and success,** e.g., brings in projects/customers, improves workflow processes, scopes out the competition, documents contributions, creates competitive edge in the marketplace.	**VII.A.4.c. Generates work that creates opportunities for organizational growth,** e.g., assesses impact of competition, projects budgets, contributes to the business plan.

VIII. Legal and Ethical Practices: *Observes laws, rules and ethical practices in the workplace.* **[Employer Reviewed Rubric]**

Measurement Criteria	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Above Proficiency
VIII.A. RESPECTS THE ORGANIZATION'S PHYSICAL AND INTELLECTUAL PROPERTY.	**VIII.A.1.a. Maintains a clean and safe workspace,** e.g., cleans up workspace at end of work day, leaves room/space in same or better condition, turns off computer and small electrical devices, adheres to safe driver policies when using company vehicles.	**VIII.A.2.a. Demonstrates care for common space, use of equipment,** e.g., cleans up after meetings, secures equipment and other company property.	**VIII.A.3.a. Exercises pride of ownership for workspace**, e.g., reports need for equipment repair and maintenance.	**VIII.A.4.a. Recommends improvements in organization's physical space.**
	VIII.A.1.b. Recognizes that intellectual property created at work belongs to the organization.	**VIII.A.2.b. Seeks clarification on issues of ownership and usage regarding intellectual property**, e.g., contacts organization's in-house legal resources.	**VIII.A.3.b. Protects the organization's intellectual property,** e.g., cites appropriate references, maintains organizational confidentiality – does not share trade secrets.	**VIII.A.4.b. Coaches others about intellectual property issues.**
VIII.B. DEMONSTRATES LOYALTY TO THE ORGANIZATION AND ITS MISSION.	**VIII.B.1.a. Projects a positive image of the organization**, e.g., speaks well of organization in social settings (actual and virtual), wears clothing with company logo.	**VIII.B.2.a. Contributes to organization beyond the job description and departmental goals**, e.g., represents the organization at a public event, engages in interdepartmental efforts like United Way.	**VIII.B.3.a. Maintains loyalty during organizational change**, e.g., budget reductions, expanded mission, transfers from one unit to another within organization, new supervisor.	**VIII.B.4.a. Promotes the organization's mission consistently in varied situations.**
VIII.C. MAINTAINS A SAFE WORK ENVIRONMENT.	**VIII.C.1.a. Monitors environment to enhance safety and address harmful conditions as they occur.** [Specific to industry – VIII.C.x.a. may be a checklist or Novice might begin at a higher level.]	**VIII.C.2.a. Exhausts internal resources to enhance safety and address harmful conditions/ practices**, e.g. files reports in good faith, fixes conditions on the spot when possible.	**VIII.C.3.a. Calls attention to harmful conditions/practices when not addressed in the department**, e.g. utilizes organization's whistle blower policy.	**VIII.C.4.a. Enacts plan to deal with legal repercussions**, e.g., tort liability, negligence.

VIII. Legal and Ethical Practices: *Observes laws, rules and ethical practices in the workplace.* [Employer Reviewed Rubric]

Measurement Criteria	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Above Proficiency
VIII.C. MAINTAINS A SAFE WORK ENVIRONMENT (CONT).	**VIII.C.1.b. Reports incidents promptly according to organization's formal reporting system regarding safety,** e.g., describes unsafe conditions, including "near misses," accidents that almost occurred.	**VIII.C.2.b. Documents incidents as they occur.**	**VIII.C.3.b. Confirms in writing that unsafe conditions or practices have been addressed,** e.g. equipment failure, vehicle accident, procedural inconsistencies.	**VIII.C.4.b. Develops safety procedures (risk management).**
	VIII.C.1.c. Participates in risk management orientation, e.g., use of equipment, safety procedures, sexual harassment, food handling, violence in the workplace.	**VIII.C.2.c. Engages in ongoing risk management training specific to job.**	**VIII.C.3.c. Seeks targeted risk management training for emerging conditions or situations in the organization.**	**VIII.C.4.c. Trains/coaches others in risk management.**
VIII.D. ADHERES TO THE POLICIES AND PROCEDURES OF THE ORGANIZATION.	**VIII.D.1.a. Recognizes the role of policies** (formal directives of the governing authority, e.g., owner, board of directors) **and procedures** (operational processes for implementing policies from management, e.g., CEO, manager) **in the organization.**	**VIII.D.2.a. Accesses policies and procedures for guidance relative to legal and ethical practices in work situations.**	**VIII.D.3.a. Acts consistently in accordance with policies and procedures.**	**VIII.D.4.a. Trains and coaches others about policies and procedures.**
	VIII.D.1.b. Consults policies and procedures relative to legal and ethical practices in work situations.	**VIII.D.2.b. References policies and procedures for guidance relative to legal and ethical practices in work situations.**	**VIII.D.3.b. Applies consistently the appropriate policies and procedures regarding legal and ethical practices encountered in the workplace.**	**VIII.D.4.b. Coaches others in the application of policies and procedures relative to legal and ethical situations encountered in the workplace.**
	VIII.D.1.c. Participates in training for policies and procedures.	**VIII.D.2.c. Keeps current with trainings offered regarding policies and procedures.**	**VIII.D.3.c. Identifies needs as they arise for training in policies and procedures.**	**VIII.D.4.c. Recommends changes in policies and procedures.**

VIII. Legal and Ethical Practices: *Observes laws, rules and ethical practices in the workplace.* [Employer Reviewed Rubric]

Measurement Criteria	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Above Proficiency
VIII.E. ADHERES TO APPLICABLE LOCAL, STATE, FEDERAL AND INTERNATIONAL LAWS AND REGULATIONS.	**VIII.E.1.c. Follows supervisor's instruction regarding standards of practice required for one's position and industry,** e.g., licenses, food or health regulations unique to the industry, certifications, OSHA.	**VIII.E.2.c. Stays current with laws and regulations relevant to one's position and the industry**, e.g., reads all required postings, attends organizational training on laws and regulations.	**VIII.E.3.c. Demonstrates fluency in application of standards of practice, laws, and regulations to workplace situations as they occur.**	**VIII.E.4.c. Provides input into the application/revision of laws and regulations, and their practice, in the workplace/industry.**
	VIII.E.1.a. Complies with laws and regulations required for employment, e.g., full disclosure, insurance, tax, wage.	**VIII.E.2.a. Updates employment information in regard to changed life circumstances,** e.g., informs employer of changes in address, marital status, parental status.	**VIII.E.3.a. Reduces risk of liability for the organization by consistent compliance with employment laws and regulations.**	**VIII.E.4.a. Trains or coaches others about local, state and federal laws & regulations regarding employment.**
	VIII.E.1.b. Complies with laws and regulations unique to the industry, e.g., HIPPA, FERPA, MSHA, OSHA, international trade laws and agreements.	**VIII.E.2.b. Recognizes variances in industry-related laws and regulations among and between countries.**	**VIII.E.3.b. Applies laws and regulations as appropriate to work activities, local to international.**	**VIII.E.4.b. Instructs others in laws and regulations of the industry.**
VIII.F. TAKES RESPONSIBILITY FOR ONE'S ACTIONS IN THE WORKPLACE.	**VIII.F.1.a. Demonstrates work ethic through punctuality, time management, and focus on tasks at hand.**	**VIII.F.2.a. Prioritizes one's work load to meet short-term project goals.**	**VIII.F.3.a. Balances one's work load to accomplish both short-term and long-term goals.**	**VIII.F.4.a. Streamlines workflow to remove potential obstacles to optimal performance and outcomes.**
	VIII.F.1.b. Discloses personal mistakes or errors to supervisor.	**VIII.F.2.b. Adjusts work practices to minimize errors.**	**VIII.F.3.b. Contributes to resolution of problems and issues in the workplace.**	**VIII.F.4.b. Recommends strategies to prevent reoccurrence.**
	VIII.F.1.c. Recognizes one's obligation to communicate verbally and nonverbally with respect for all in the workplace.	**VIII.F.2.c. Considers other's concerns regarding one's own communication.**	**VIII.F.3.c. Holds oneself accountable for respectful communication regardless of the behaviors of others.**	**VIII.F.4.c. Leads in resolving issues (obstacles and blind spots) that are barriers to respectful communication.**

VIII. Legal and Ethical Practices: *Observes laws, rules and ethical practices in the workplace.* [Employer Reviewed Rubric]

Measurement Criteria	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Above Proficiency
VIII.G. USES RESOURCES FOR THE GOOD OF THE ORGANIZATION.	**VIII.G.1.a. Minimizes waste of resources**, e.g., time, equipment, materials, services. ✓ **Accomplishes designated tasks within allocated time and resources.** ✓ **Exercises "green" practices,** e.g., recycles, reuses, reduces energy use by shutting off computer and lights at night. ✓ **Follows maintenance schedules for equipment.** ✓ **Accesses internal services as needed,** e.g., calls IT to resolve an IT issue rather than handling it oneself, contacts HR to deal with employee disputes. ✓ **Follows protocol for resource storage and deployment**, e.g., in a hospital one uses signs to locate resources, in a warehouse equipment is returned to designated storage.	**VIII.G.2.a. Seeks supervisor's approval before using additional resources.**	**VIII.G.3.a. Maximizes time and resources for productivity,** e.g., does one's job in the face of mandatory resource cuts.	**VIII.G.4.a. Develops a plan for deployment of time and resources**, e.g., reapportions assets during budget cutbacks.
VIII.H. ACTS WITH INTEGRITY FOR THE HIGHEST GOOD OF THE ORGANIZATION.	**VIII.H.1.a.** ✓ **Demonstrates honesty**, e.g., tells the truth regardless of consequences, does not take credit for other's work, provides accurate reports of one's work.			

VIII. Legal and Ethical Practices: *Observes laws, rules and ethical practices in the workplace.* [Employer Reviewed Rubric]

Measurement Criteria	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Above Proficiency
VIII.H. ACTS WITH INTEGRITY FOR THE HIGHEST GOOD OF THE ORGANIZATION (CONT).	✓ **Demonstrates reliability**, e.g., shows congruency between commitments and actions, displays consistent willingness to help colleagues, approaches work in a steady manner (without moodiness). ✓ **Generates trust**, e.g., supports colleagues in adverse circumstances, does not take gifts from vendors, does not employ relatives, does not work for the competitor.			
VIII.I. INTERACTS RESPECTFULLY WITH CO-WORKERS AND CUSTOMERS.	**VIII.I.1.a. Communicates current and factual information**, e.g. doesn't feed the rumor mill, verifies accuracy of information, refrains from sharing confidential information.	**VIII.I.2.a. Distinguishes between personal and work-related matters**, e.g., eliminates irrelevant personal information in emails, submits reports that focus on work conditions.	**VIII.I.3.a. Relates to others in a manner that acknowledges their knowledge, wisdom and experience,** e.g., a healthcare worker considers a patient's self-diagnosis seriously, customer service listens attentively to a customer's explanation for product return.	**VIII.I.4.a. Resolves conflicts in a manner that is respectful of all parties in accordance with cultural norms.**
	VIII.I.1.b. Separates personal values from those of coworkers and customers in the fulfillment of work, e.g., collaborates with coworkers despite difference in sexual preference, provides service to a person regardless of cleanliness.	**VIII.I.2.b. Offers equitable treatment and service to all,** e.g., serves customers regardless of whether or not they tip, communicates civilly with angry coworkers.	**VIII.I.3.b. Intervenes respectfully in situations where a coworker's or customer's appearance or behavior is offensive to others in the workplace**, e.g., "no shirt, no shoes, no service."	**VIII.I.4.b. Embodies respectful communication in the workplace.**

IX. Financial Practices – *Applies knowledge of finances for the profitability and viability of the organization.* [Employer Reviewed Rubric]

Measurement Criteria	Level One Novice	Level Two Approaching Proficiency	Level Three Proficiency	Level Four Above Proficiency
IX.A. EXERCISES PRUDENCE IN PERSONAL FINANCE AS IT RELATES TO EMPLOYMENT.	**IX.A.1.a. Demonstrates an understanding of personal finance,** including credit history, balances checkbook, debt to income, interest, select benefits.	**IX.A.2.a. Monitors personal finance,** e.g., paycheck, benefits, 401K.	**IX.A.3.a. Manages personal finances so as not to affect employment responsibilities.**	**IX.A.4.a. Applies personal financial acumen to benefit the organization's bottom line.**
IX.B. ARTICULATES FINANCIAL GOALS AND STRATEGIES OF THE ORGANIZATION.	**IX.B.1.a. Researches organization's products, services, locations, events, markets.**	**IX.B.2.a. Reviews financial data for the organization**, e.g., balance sheets, direct vs. indirect costs.	**IX.B.3.a. Conveys understanding of core business: primary products and services that generate revenue for the organization.**	**IX.B.4.a. Interprets financial data for the organization.**
IX.C. CONTRIBUTES TO ORGANIZATIONAL PROFITABILITY THROUGH KNOWLEDGE OF FINANCES.	**IX.C.1.a. Processes financial transactions accurately according to job responsibilities,** e.g., customer cash, check, debit, credit, invoices, purchase orders manages petty cash.	**IX.C.2.a. Demonstrates an understanding of the relationship between the cost of resources and the viability of the organization**, e.g., considers products, people, processes, time; stays within budget parameters.	**IX.C.3.a. Acts as a responsible steward of organizational resources**, e.g., collaborates to avoid duplication of effort; uses time judiciously.	**An IX.C.4.a. Models prudent practice for maximizing organizational resources,** e.g., calculates costs of time and materials to produce products and services.
	IX.C.1.b. Recognizes relationship between employee and employer obligations related to benefits.	**IX.C.2.b. Demonstrates an understanding total cost of compensation package in salary and benefits,** including healthcare, taxes, workers compensation, retirement, wellness programs.	**IX.C.3.b. Keeps current with employment costs and their impact on organizational resources.**	**IX.C.4.b. Assesses the effect of the total compensation package on organizational resources.**

IX. Financial Practices – *Applies knowledge of finances for the profitability and viability of the organization.* **[Employer Reviewed Rubric]**

	IX.C.1.c. Describes the relationship between an organization's profitability and the job.	IX.C.2.c. Demonstrates the relationship between company profitability and one's work performance, e.g., meets productivity goals, uses time effectively, acts with honesty, addresses financial implications related to safety.	IX.C.3.c. Applies ethical considerations to financial decision-making.	IX.C.4.c. Participates in strategic financial planning for the ongoing growth/sustainability of the organization, e.g., planning meetings, development of new ideas, innovations.